

연구자료 2008-2

APEC 회원국 직업교육훈련 및 인적자원개발 전문가 연수

고혜원 최영렬 김소연

 **한국직업능력개발원**

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Chapter 1

Background

Section 1 Program Background

- The 2008 TVET and HRD Training Program for Experts is designed to build capacity in the area of TVET and HRD.
- **APEC Economic Leaders Declaration: Strengthening the Foundation for Growth, Kuala Lumpur, Malaysia, Nov. 18, 1998**, emphasized on human resources development for collaborative partnership in skills development.
- It is supported by the **APEC High Level Meeting on Human Capacity Building, Beijing, 15-16 May, 2001**, which focused on promoting human capacity building in the Asia-Pacific region in the 21st century.
- It also meets one of the **HRDWG objectives set by 2006 APEC Senior Officials' report in ECOTEC**, facilitating the international exchange of education and training services which established the importance of sharing knowledge and skill across the APEC region.
- **The 14th APEC Economic Leaders' Meeting, Ha Noi, Vietnam (2006)** also, emphasized on building societies and a more dynamic and harmonious community through economic and technical cooperation.

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Section 2 Program Objectives

□ The Objectives of the training program as follows:

- To provide an opportunity for men and women participants to learn from Korean experience of developing TEVT and HRD sectors at various stages of the economic growth.
- To provide an opportunity for exchange of ideas, knowledge and experience among participants by presenting economy report and action plan from each participant to stimulate innovative thinking in regards to TVET and HRD.
- To assist economies in the Asia-Pacific region in making guided efforts in their pursuit of a successful and stable system of TVET and HRD.

Chapter 2

Program Outline

Section 1 Program Title

- 2008 TVET and HRD Training Program for Experts

Section 2 Methodology of Needs Assessment Survey

- Methodology
 - 28 of more than 40 organizations in 19 economies responded to the pre-program questionnaires distributed via fax and e-mail.

Section 3 Program Preparation

- Program Contents Plan
 - Selected lecture topics and site visitations upon analysis of pre-program questionnaire results.
- Applicant Selection Process
 - Distributing program including booklets with application forms to APEC economies via e-mail and fax.
 - Qualifications for application: Expert in the Asia-Pacific region with at least 7

years of experience who is capable of applying or utilizing the outcomes of the training program for the development of the training program for the development of TVET and/or HRD in his/her economies.

- Required application documents: application form, resume, recommendation letter, cover letter, and copy of passport
- Received 22 applicants from the 8 economies between March 1 and May 1.
- 11 applicants from the 6 economies were selected as final participants; however, unexpected earthquake in the Republic of China prevents 2 Chinese applicants from participating in this program. Thus, 9 applicants from the 5 economies participated in this program.

Chapter 3

Program Contents

Section 1 Composition of the Program

The 5 days-long training program was held from 26 May (Monday) to May 30 (Friday) at the Imperial Palace Hotel, Seoul, Korea.

- Eight Lectures
- Three Site Visits
- Economy Reports by Participants
- Action Plans by Participants
- Cultural Activities

□ Program Timetable

Day ONE - May 26 (Mon)

Time	Program	Moderator/ Resource Person	Remarks
09:20-09:40	Registration	Organizing Staff	
09:40-10:00	Orientation	Organizing Staff	
10:00-12:00	Lecture 1: Vocational Training in Korea	Dr. Mee-Souk Kim (KRIVET)	
12:00-13:15	Lunch		
13:15-15:15	Lecture 2: Vocational Education and Industry Academia Cooperation in Korea	Dr. Tae-Hwa Jung (KRIVET)	
15:15-15:30	Coffee Break		
15:30-18:00	Economy Report & Discussion	Dr. Ki-Sung Lee (Soongsil University)	
18:00-	Welcoming Dinner	KRIVET President	MERAK 6F

Day TWO - May 27 (Tue)

Time	Program	Moderator/ Resource Person	Remarks
09:00-10:00	Economy Report & Discussion	Dr. Ki-Sung Lee (Soongsil University)	
10:00-10:30	Coffee Break		
10:30-12:30	Lecture 3: E-Learning System in Korea	Dr. Hyunjeong Lee (University of Seoul)	
12:30-13:30	Lunch		
13:30-18:00	Site Visit: SIVAT/Korea Polytechnic College II (Incheon)	Organizing Staff	
18:00-	Back to Hotel		

Day THREE - May 28 (Wed)

Time	Program	Moderator/ Resource Person	Remarks
09:30-11:30	Lecture 4: Economic Growth and Skills Development: Korea's Experiences	Dr. SooBong Uh (Korea University of Technology and Education)	
11:30-13:00	Lunch		
13:00-15:15	Lecture 5: Developing VET Curriculum	Dr. Chan Lee (Seoul National University)	
15:15-15:30	Coffee Break		
15:30-17:30	Lecture 6: Vocational Qualification System in Korea	Dr. Hyun-Soo Kim (KRIVET)	
18:00	Back to Hotel		

Day FOUR - May 29 (Thur)

Time	Program	Moderator/ Resource Person	Remarks
08:30-10:30	Lecture 7: Korea and Development Cooperation	Dr. Hyun-Sik Jang (KOICA)	
10:30-10:45	Coffee Break		
10:45-12:45	Lecture 8: Career Guidance in Lifelong Learning Society	Dr. Eon Lim (KRIVET)	
12:45-14:00	Lunch		
14:00-17:00	Site Visit: Samsung C&T Corporation		
18:00	Back to Hotel		

Day FIVE - May 30 (Fri)

Time	Program	Moderator/ Resource Person	Remarks
09:00-10:30	Presentation of Action Plans by Participants	Dr. Ki-Sung Lee (Soongsil University)	
10:30-11:30	Wrap-up Session	Dr. Ki-Sung Lee (Soongsil University)	
11:30-12:00	Program Evaluation and Ceremony of Completion	Dr. Chang-Won Jang (KRIVET)	
12:00-13:30	Farewell Lunch		
13:30-18:00	Tour to COEX	Organizing Staff	
18:00-	Back to Hotel		

Section 2 Lectures

Lecture 1: Vocational Training in Korea / Dr. Mee-Souk Kim (KRIVET)

- Education System and Vocation Training in Korea
- Employment Trends and Other Challenges
- Future Policy Tasks

Lecture 2: Vocational Education and Industry Academia Cooperation in Korea / Dr. Tae-Hwa Jung (KRIVET)

- Success of the Korean Economy and Major Contributing Factors
- New Challenges for Vocational Education in Korea
- Directions for Innovating Vocational Education
- Major Policy Initiatives to reform Vocational Education
- Challenge & Strategies for Industry-Academia Cooperation

□ Lecture 3: E-Learning System in Korea / Dr. Hyunjeong Lee (University of Seoul)

- Infrastructure
- Workforce Development
- School Education
- Digital Textbook
- Preview of Digital Textbook

□ Lecture 4: Economic Growth and Skills Development: Korea's Experiences /
Dr. SooBong Uh (Korea University of Technology and Education)

- Globalization and Decent Work
- Korea Experiences in Skill Development
- Environmental Changes and Innovations in Skill Development
- Role of Korea in Skill Development in the Asia-Pacific Region

□ Lecture 5: Developing VET Curriculum / Dr. Chan Lee (Seoul National University)

- Curriculum Development Methods
- What is DACUM?
- The DACUM Process and Procedural Steps
- The DACUM Standards and Components

□ Lecture 6: Vocational Qualification System in Korea / Dr. Hyun-Soo Kim
(KRIVET)

- Structure of Korea Vocational Qualification
- National Technical Qualification
- National Qualification
- Private Qualification
- Future Challenges

□ Lecture 7: Official Development Assistance(ODA) / Dr. Hyun-Sik Jang (KOICA)

- The Brief History of Korea's ODA
- Korea's ODA Policy

- Korea's ODA Activities
- HRD: "Korean-type" Development Cooperation
- Future Strategies of Korean ODA

□ Lecture 8: Career Guidance / Dr. Eon Lim (KRIVET)

- Importance of Career Guidance
- Lifelong Career Development
- Career Guidance in Korea
- Web Based Career Guidance
- Challenges for Lifelong Career Guidance

Section 3 Site Visits

□ Seoul Institute for Vocational Training in Advanced Technology (SIVAT)

- Purpose of Visit: Taking a field trip to a Korean highly advanced training institute
- About the Institute:
 - "Training Hub" of the development of the human potential in the Asia-Pacific region in collaboration with ILO/APSDEP since 1989
 - Advanced training programs for managerial staff, training instructors, technicians and young skilled workers
 - Education and training of foreign participants entrusted by public (KOICA) or private sectors and international organizations
 - Exchange of international information on vocational training
 - Holding international seminars including those on commission
 - Conducting language courses for overseas-job seekers

□ Korea Polytechnic Colleges Incheon Campus

- Purpose of Visit: Learning the curriculum of the school and its balance between theory and practice.
- About the School:
 - 40 years history and tradition
 - High employment rate in major-related fields
 - 15 departments including IT, Design and Automotives etc.
 - Practical computer training in preparation for globalization and information
 - Differentiated curriculums for multi-technician training through diverse mixed technologies
 - A growth engine specialization college

□ Samsung Housing Gallery (U-Raemian Gallery)

- Purpose of Visit: Paying a visit of inspection to a future housing model using the practical ubiquitous equipment in the Apartment houses in Korea
- About Samsung Gallery:
 - The latest future ubiquitous residential environment model of 2006
 - The theme of "Housing Convergence" of successfully combining technology and humanism as its residential philosophy.
 - The idea of "Nature Convergence" for maximum harmony with nature including community entrance and department store especially designed to promote "Human Convergence" of all residents through environmental design promoting ease of communication and exchange

Section 4 Economy Reports and Action Plan

Economy Reports

- Chinese Taipei: The Vocational Training Policy in Chinese Taipei
 1. Situations of Labor Market
 2. Major Measures
 3. Some Valuable Experiences
 4. Future Prospects

- Indonesia: Economy Report of Indonesia
 1. Introduction
 2. Issues
 3. Vocational Training System in Indonesia
 4. Implementation of training at Vocational Training Centre(VTC)
 5. Curriculum of Competency Based Training (CBT)
 6. Syllabus of Competency Based Training (CBT)
 7. National Training System

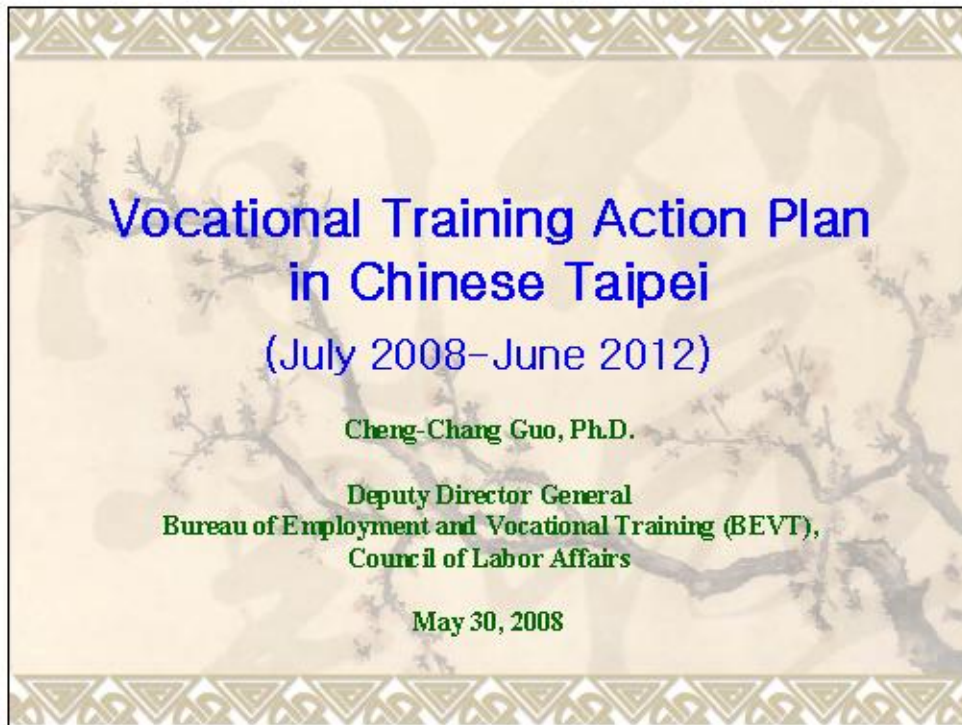
- Malaysia: TVET and HRD System in Malaysia
 1. Department of Skills Development (DSD)
 2. Skills Human Resource Development: New Approach
 3. National Occupational Skills Standard (NOSS)
 4. Malaysian Skills Certification
 5. Future Challenges

- Thailand: TVET and HRD of Thailand
 1. Introduction
 2. Economy's Profile

3. Thai Education System
 4. The National Education and Training Policy
 5. Department of Skill Development (DSD)
 6. HRD Training Programs in Thailand
 7. HRD Training Programs Co-operation in APEC
- Vietnam: Present situation of Vietnam Vocational Training and Human Resource Development
 1. Economic Situation
 - Several Main Objectives of the 2006-2010 Socio-Economic Development Plan
 2. Vocational Training Situation
 - National Plan, Policy on Vocational Training, Law on Vocational Training, Several Main Points about Vocational Training Standard and Examples

□ Action Plan

● Chinese Taipei



Contents

- ❖ The vocational training and related policy opinions of the new government
- ❖ Some experiences from Korea
 - ⊗ The EIS is funding for expenses upon implementation of training
 - ⊗ Computerized career guidance system in CareerNet
 - ⊗ Professionalized R&D--KRIVET
- ❖ Framework for the vocational training mid-term strategic project

2008/5/10

2

The vocational training and related policy opinions of the new government

- ❖ EGR 6%; UR 3% in four years.
- ❖ Tax reduction on vocational training expense for self-directed learning workers--worker's vocational training fees are reduced from income tax so as to encourage life-long learning to upgrade worker's employment skills.
- ❖ Related vocational training measures for the youth--Taking experiences from other developed countries to integrate schools, industries and vocational training institutes to carry out all possible kinds of vocational training projects for the youth.
- ❖ The extension of the paying period for the vocational training living allowance--Aiming at some disadvantaged participants for securing their basic living, during the vocational training period, to provide vocational training living allowance. We will revise related acts and regulations to extend the paying period from half year to at most one year.

2008/5/10

3

• The EIS is a levy-grant system in that employers and employees make payments in the form of a levy and get a refund for expenses upon implementation of training. The size of the levy varies according to the size of the company.

<Insurance Premium Rate (%)>

Company size	Premium rate
Companies with headcount < 150	0.10%
Priority Support Companies with headcount ≥ 1501)	0.30%
Companies with headcount 150 ~ 1,000	0.50%
Companies with headcount ≥ 1000	0.70%

2008/5/10

4

Web-Based Career Guidance

- CareerNet (KRIVET): <http://careernet.re.kr>
 - Extensive on-line career information and guidance system
 - customized for various populations(primary school students, middle school students, high school students, college and university students, adults, teachers and researchers)
 - information on occupations, schools, qualifications,
 - psychological tests(ability, interests, values, career maturity)
 - cyber counseling(12,000/yr)
 - e-career development system

2008/5/10

5

Professionalized R&D-- KRIVET

Framework for the Vocational Training Mid-Term Strategic Project

Vision

Based on the industrial development trend demand,
to promote the national employment skills and abilities



Development

2008/5/10

7

action plan's specific items

Thank you

- Indonesia



ACTION PLAN

BY:
Justi Amaria
Balmer Nababan

MINISTRY OF MAN POWER AND TRANSMIGRATION
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Map of Indonesia



ISSUE

1. Instructors and man power training is one of important factors to optimize the vocational training.
2. The improvement in professionalism, acknowledge and human resources level is considered will make real contribution in solving many problem in Indonesia. Such as, unemployment problems (10,4% in 2006 >> 5,1% in 2009) and poverty problems (17,75% or 39,05 millions people in 2006 >> 8,2% in 2009).
3. There is a gap in instructor necessity, at national level.
Need = 8.557, available = 3.230, Lack = 5.237

ACTION PLAN

Vision :

to create a professional, global thinking,
and prestige human resource of
productivity and training department .

Mission

1. To train productivity and training departement human resources in Government's training institution and training institution.
2. To Develop productivity and training departement human resources training network.
3. To learn system and method of instructor and man power working development.

A. Strategy

To increase coordination, integration, and synchronization in organizing plans and programs, and also in accomplishing instructors and man power working development and training among government instances, region instances, and others

B. Problem Solving Strategy

1. To up date regularly the data and information about the instructors in many private training institute, including overseas vocational training.
2. To socialize and build up the net working of instructor development in many of private training institutions (PTI) together with the instructor association and the PTI association.
3. Arranging the instructor competency qualification requirement.
4. To conduct and develop the training/upgrading training/technical guidance and other programs for instructor professionalism & competency improvement.
5. To develop many empowerment programs to increase the instructor welfare.

C. HRD improvement plans for vocational training institute

1. Map of human resources capacities in centre of technical organizer unit for "aparatur" human resources competency improvement.
2. Arraging the instructor and training manpower competency standard.
3. Map the instructor & training manpower training needs in centre area and region/private area.
4. Arraging the instructor & training manpower training/technical guidance programs.
5. Training for competency test assesor.
6. Training for VTC managerial management.
7. Training training manpower staff.
8. to build the cooperation between VTC with certivication institution & business world.

D. Kind of functional post training

1. Initial training.
2. Upgrading training.
3. Category shifting training.
4. Vacational shifting training.

E. Funding strategy for Human resources competency development

1. Pure from user institute (Province/district expenses budget).
2. Sharing between user institution and higher.
3. Come from higher institution by deconstruction funding mechanism.
4. Come from higher institution by centering.

Work Program

- Program development and work/technical plan
- Development of education regulation equipment and controlling training human resource and productivity
- Socialization of education regulation equipment and controlling training human resource and productivity
- Competency up grading of instructor and training personnel
- Career guidance and instructor and training personnel certification
- Cooperation network development of training human resource education and productivity
- Development of management information system of training human resource education and productivity
- System development and education method and development of instructor and training personnel
- Registration system development of instructor and training personnel
- Profession association education of instructor and training personnel
- Development of tool and work facility

F. Critical point

1. Directorate of Instructure and Training manpower commits as leading unit for human resources development or functional technic competency improvement in training and productivity .
2. The Distric/region area have to make plan of programme for competency improvement and Instructute and training manpower empowering.
3. All of the competency improvement program proposals coming from the district area should be coordinated earlier with directorate of I & Tm, organization & staff departement,and training center for public servant including recruitment and the selection.
4. Program certification for empowering I & TM and competency improvement should be legalized by I & TM Director.

● **Malaysia**

2008 TVET AND HRD TRAINING PROGRAM FOR EXPERTS

MAY 25 – 30, 2008
SEOUL, KOREA

MALAYSIAN REPRESENTATIVES

ZURAINI MUDA
MOLINDA ABD RAHMAN

From
Center of Instructor and Advanced
Skills Training (CIAST), DSD,
Ministry of Human Resources

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BLUE PRINT (MASTER PLAN) FOR SKILLS DEVELOPMENT TRAINING 2008 – 2020

- Thrust 1 – Enhance Training System and National Skill Development
- Thrust 2 – Upgrading Training Quality and Skills Development
- Thrust 3 – Broaden the Access and Chance for Individual
- Thrust 4 – Fulfill the Need of Skilled Manpower by the Industries
- Thrust 5 – Improve the Image and Recognition for Skills Qualification and Career

3

RESTRUCTURE of CIAST

The main reason:

- Starting June 2007, CIAST is placed under the administration of Department of Skills Development. Before that, CIAST was under Manpower Department, Ministry of Human Resources.
- Instead of responsible for 26 training institute in Train The Trainers program, now CIAST will be responsible in implementing TOT program for the accredited center under DSD, MHR.

4

TOPIC

**DEVELOPMENT AND ENHANCEMENT
TRAINING OF TRAINERS (TOT)**

5

**TARGET SOLUTION
(BIG PICTURE)**

TO BE THE LEADING ORGANIZATION
IN THE DEVELOPMENT AND
ENHANCEMENT OF WORLD CLASS
TRAINERS FOR SKILLS TRAINING

**PURPOSE
(DESIRED SOLUTION)**

**TO DEVELOP WORLD CLASS
TRAINERS THAT ARE
KNOWLEDGEABLE, COMPETENT,
DISCIPLINED AND RESPONSIVE
TO ENVIRONMENTAL AND
TECHNOLOGICAL CHANGES**

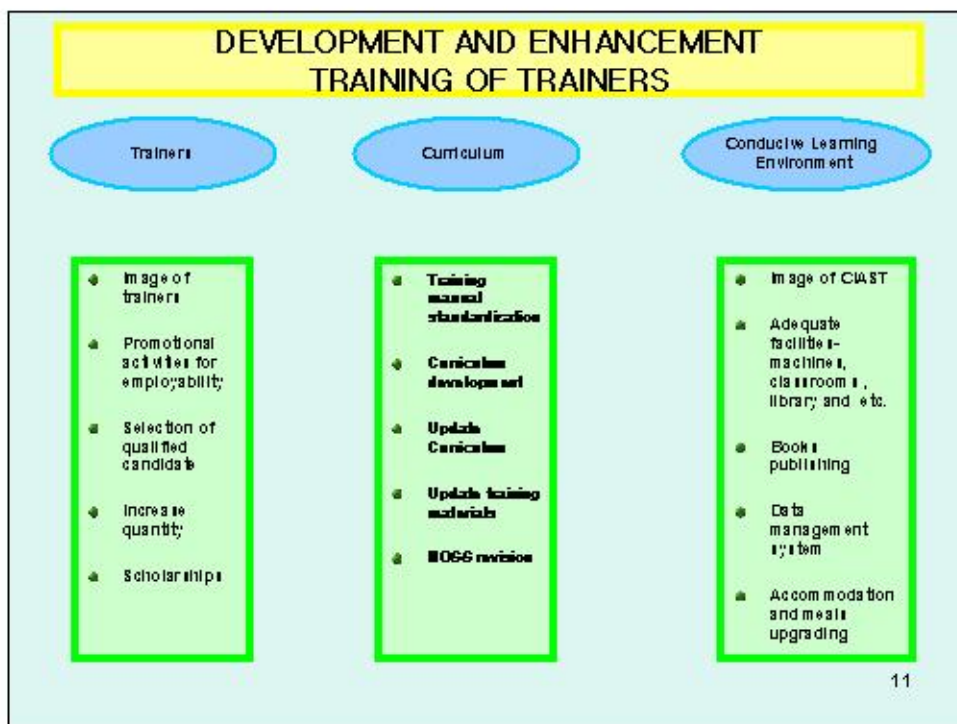
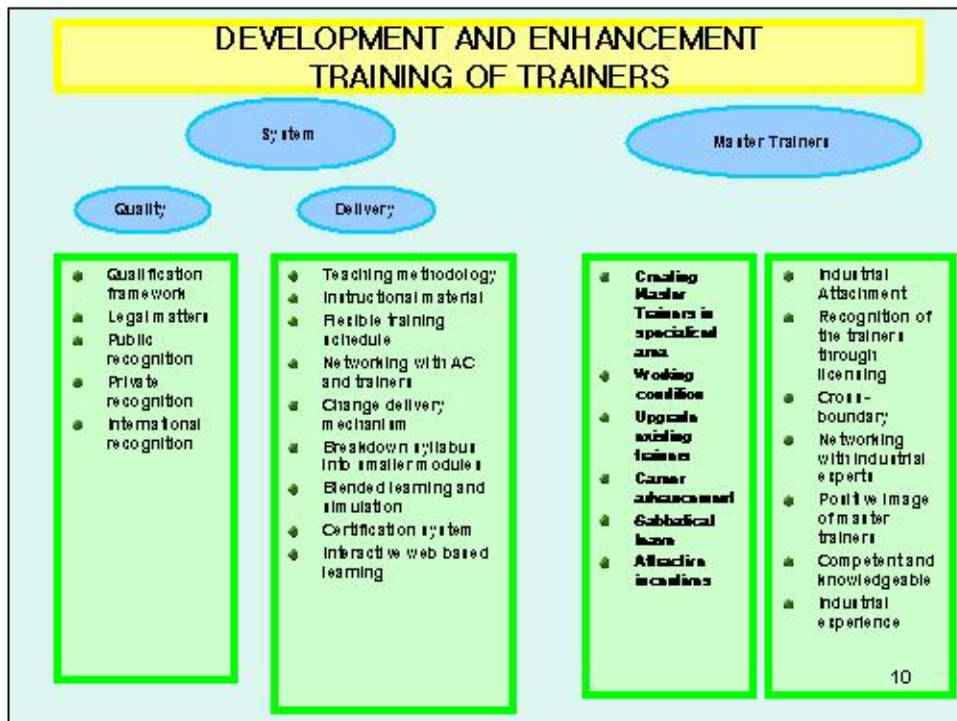
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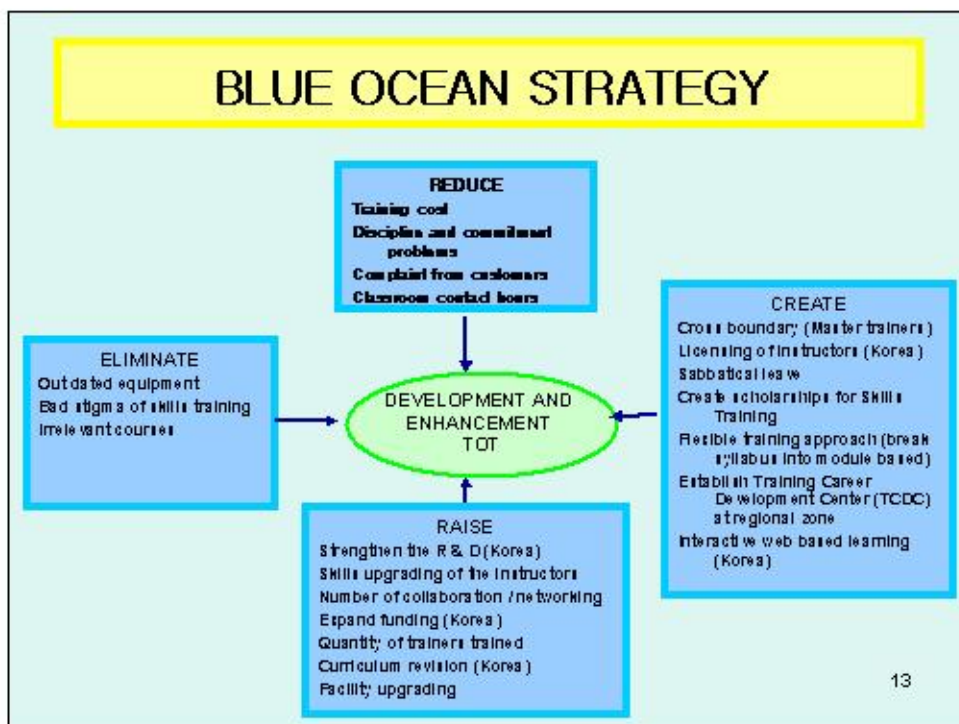
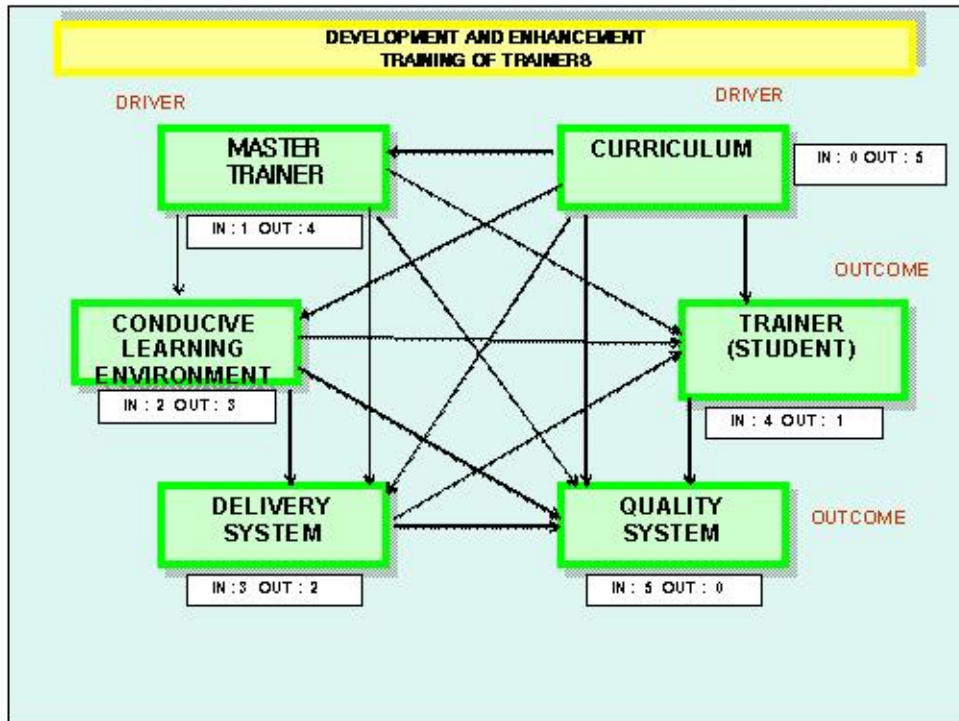
- INDUSTRY
- INSTITUTE
- ACCREDITED CENTER
- STAKEHOLDER
- TRAINERS TO BE TRAINED

8

HOW ??

- IMPLEMENT QUALITY SYSTEM (MANAGEMENT AND TRAINERS)
- IMPROVE TRAINING DELIVERY SYSTEM
- UPGRADE MASTER TRAINERS CONTINUOUSLY IN TERMS OF SKILLS, KNOWLEDGE AND ATTITUDE
- PRODUCE QUALITY AND COMPETITIVE TRAINERS
- UPGRADE CURRICULUM BASED ON INDUSTRIAL NEEDS.
- CREATE CONDUSIVE LEARNING ENVIRONMENT AND FACILITIES





9TH. MALAYSIA PLAN, 2006-2010

POSITION OF DSD

To ensure training programmes are in line with the requirements of the economy, the DSD as the coordinating and monitoring agency, will be further strengthened.

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- Thailand



Action Plan Presentation

Department of Skill Development Mi
nistry of Labour
THAILAND

Ms. SIVILAI SUANGOON
Mr. CHAINARIN FAHPINYO

1. Development Career Guidance

2. Increase Trainers and Instructors

1. Development Career Guidance

- **Provide CD of job vacancy information**
- **Career guidance teacher seminar**
- **Study tour of pupils**

Problem

Pupils don't know job vacancy in the future

Solution

Inform job vacancy to target groups

Purpose

To inform job vacancy for pupils to help them consider their careers

Method

- **Distribute CD to schools**
- **Organize Seminar**
- **Organize Study tour**

2. Increase Trainers and Instructors

- Organize method of training course

Problem

**Public and private section are shortage of
trainers and instructors**

Solution

Develop skill of training for target groups

Target Group

- **Instructors in skill development Center/Institute**
- **Foreman in Enterprises**
- **Senior Workers**

Purpose

**To develop knowledge and attitude
and skill of training**

Topic

- **Psychology of learning**
- **Learning Philosophy**
- **Audiovisual aids**
- **Group learning**
- **E-learning**
- **Training laboratory**
- **Step of skill development**

How

- **Select trainees**
- **Run course/implementing**
- **Evaluating**

I'm going to my home.





- Vietnam



What we are facing with



Training



Linkage

Quantity
Quality



Industries

Goal of Government



Training



Quantity
Quality



Industries

Actions

Issues related

- Direction of develop vocational system
- Quantity and quality
- Lifelong learning system
- National Vocational Qualification
- Social partners and Vocational training
- International cooperation with other Economies

Select right model of vocational system

Goal: Find the best model, that is suitable with socio-economy of Vietnam (poor, agriculture country).

Activities:

- Establish Labor Management Information System (LMIS).
- Conduct the research.
- Exchange experiences and ask for the Technical assistance of the countries with the same situation and development trend.

Increase both quantity and quality

Goal: Vocational training system is able to meet the need of industries in term of both quantity and quality aspects.

Activities:

- Develop Training curriculum with DACUM method
- Establish Accreditation system
- Renovate Equipment and Improve teacher qualification

Lifelong learning system

Goal: Make vocational system as flexible and easily to assess for the population.

Activities:

- Develop the career introduction in the middle and high schools.
- Develop the job replacement system which is closely integrated with the vocational system.
- Apply the new training technology (E-learning, On the job – training

Develop National Vocational Qualification

Goal: Develop National vocational qualification, which is family with both industries and training institution.

Activities:

- Set up the triple committee (Training institution, industries and government)
- Develop the National Vocational Qualification System based on the level-scale
- Build the evaluation system

Social partners and Vocational training

Goal: All social partners are responsibilities for vocational training.

Activities:

- Establish a vocational training fund (EIS in Korea).
- Make a favor conditions for private to take part in vocational training activities.

Extend the International cooperation with other Economies

Goal: To get the experience, finance to develop the vocational training system.

Activities: Push up the relation with APEC's economies:

- Technical assistance: KOIKA
- ODA loan: EXIMBANK.

Thank you !

Chapter 4

Program Results

Assess the Results by Participants & Trainees

(A) How have you or your economy benefited from the project?

- Within the created arena of case studies and research, this training program was very instructive and beneficial, giving the opportunity to exchange experiences and ideas of five different economies. Also the case study of Korea helped the thorough understanding of how Korea came to be a highly developed economy in so short a time. The shared knowledge and experience will be great sources to improve the economic situation of the participants' home economy.

(B) What new skills, knowledge, or value have you gained?

- The various methods of TVET (Technical Vocational Education and Training) and HRD (Human Resource Development) are the skills, knowledge, and value gained overall.
- More specifically, DACUM development procedures and skills, technical qualification of the testing systems, the career guidance in lifelong learning system etc.

(C) What, if any, changes do you plan to pursue in your home economy as a result of the project?

- The pursuit of more systematic basis for the betterment of TVET and HRD through the knowledge obtained from this training program.
- More specifically, the advanced study and comprehension of the testing system, curriculum development, foundation of a TVET network, professional instructor training programs, the implement of computer and internet based systems, etc.

(D) What needs to be done next? How should the project be built upon?

- More advanced case study of the TVET and HRD development in Korea.
- Analysis and feedback of the executed action plans gained during this year's session.
- Continue the analysis and case studies of various training courses as done this session, but with new topics or topics of which more advanced study is necessary.

(E) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?

- The outcome of this training program shall be executed and practiced through plans and procedures authorized by the government. Also, from the level of the training institutions, the knowledge gained shall be practiced,

(F) Please use the same scale to rate the project on an overall basis.

- On the scale 1(Poor) to 5(Good), average marked 4.4points.

Evaluation Category	Number (n=9)
Good [5]	4
[4]	5
[3]	0
[2]	0
Poor [1]	0
Average	4.44444444

< Table > Overall Evaluation of Lectures

(G) What is your assessment of the overall effectiveness of the project?

- This effectively and efficiently designed training program also has practicality and thus was satisfactory overall.

(H) The contents of the project: (Choose ad mark one)

- The majority (6 of 9 participants) of the participants replied that the contents of the project should have been more advanced and detailed; however, the 1 participant replied that the content was too detail. The 2 participants replied that the content was satisfactory.

Evaluation Category	Just Right	Too Detail	Not Detailed Enough
Number (n=9)	2	1	6

< Table > The Contents of the Project

(I) Please provide any additional comments. How to improve the project, if any?

- Extension of the period of the session as well as more practical programs such as field trips and practical viewing of the training centers etc.
- Simplify the procedure concerning the organization and management of flights.
- More group discussion session among participants for exchanging different ideas and experiences
- Since tough schedule concerning lectures makes it difficult to concentrate on the lecture; it is needed to focus on 1 or 2 subject during one week period.
- I would like to suggest the example of case study that Korea has in vocational training, so from that case study, we can learn more specifically any issue or problems (if any) and we can share the strategy and the method that have been to achieve the desired outcomes.

<Appendix>

<Appendix 1> List of Participants

<Appendix 2> List of Lecturers and Moderators

<Appendix 3> Program Assessment

<Appendix 4> Certificate of Completion

Names	Title	Affiliation	E-mail	Economy
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Cheng-Chang Guo	Deputy Director General	Bureau of Employment and Vocational Training, Council of Labor Affairs	ccguo.tw@yahoo.com.tw	Chinese Taipei
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Binh Pham Vu Quoc	Vice Director	Secretariat and International Cooperation General Department of Vocational Training	pbinh20022002@yahoo.com	Vietnam

< Appendix 1 > List of Participants

<Appendix 2> List of Lecturers and Moderators

Lecturer/ Moderator	Affiliation	E-mail
Dr. Mee-Souk Kim	KRIVET	mskim66@krivet.re.kr
Dr. Tae-Hwa Jung	KRIVET	jungth@krivet.re.kr
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Dr. Hyun-Soo Kim	KRIVET	hskim@krivet.re.kr
Dr. Hyun-Sik Jang	KOICA	hschang@koica.go.kr
Dr. Eon Lim	KRIVET	elim@krivet.re.kr
Dr. Ki-Sung Lee	Soongsil University	kslee61@ssu.ac.kr
Dr. Chang-Won Jang	KRIVET	cwjang@krivet.re.kr

<Appendix 3> Program Assessment

Part B Assess the Results
(For Participants & Trainees)

Name: _____ **Sex:** M / F _____

Agency/Economy: _____

Signature: _____

- (a) How have you or your economy benefited from the project?
- (b) What new skills, knowledge, or value have you gained?
- (c) What, if any, changes do you plan to pursue in your home economy as a result of the project?
- (d) What needs to be done next? How should the project be built upon?
- (e) Is there any plan to link the project's outcomes to subsequent collective actions by fora or individual actions by economies?
- (f) Please use the same scale to rate the project on an overall basis.

[5]	[4]	[3]	[2]	[1]
(Good)				(Poor)
_____	_____	_____	_____	_____

(g) What is your assessment of the overall effectiveness of the project?

(h) Was the project content: (Check One)

Just Right _____

Too Detailed_____

Not Detailed Enough _____

(i) Please provide any additional comments. How to improve the project, if any?

<Appendix 4> Certificate of Completion



Asia-Pacific
Economic Cooperation



CERTIFICATE OF COMPLETION

Awarded to

Mr. Cheng-Chang Guo

Participant in

TVET & HRD Training Program for Experts 2008

May 26 ~ May 30, 2008

In acknowledgement of attendance and participation in the
TVET & HRD Training Program for Experts

Won-Duck LEE, Ph.D.
President of KRIVET